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# Ontario Department of Education

## MIDSUMMER EXAMINATIONS 1917

# Reports of Departmental and Matriculation Associate Examiners

*RE*

The Character of the Candidates' Answers  
AND  
The Teaching of the Subjects in the Schools

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## Departmental Examinations



## Prefatory Note

As announced in 1915 and 1916, each year after the answer papers at the Departmental examinations have been read by the Associate Examiners, each Section reports to the Minister any criticisms it has to offer of the question papers, the conduct of the examinations, and the teaching as judged by the candidates' answers. The criticisms that directly affect the Department the Minister has found to be useful, and this year he continues the publication of a summary of such of the chief criticisms of the answer papers as, in his judgment, are likely to prove useful to the teachers.

These criticisms justify the Minister in repeating the substance of the statement which appears in the prefatory note in Circular 66 of 1916:—

In most departments the answering appears to be improving from year to year. Very many of the defects are, no doubt, due to the inadequacy of the time spent by candidates in preparation for the examinations and to laxity on the part of some High School Entrance Boards, but there is evidently room for further improvement in the work of the Secondary Schools; greater attention should be given to spelling, writing, composition, accuracy, diagrams, logical arrangement, and reviews. In most subjects, under present conditions the question papers are difficult enough, and manifestly any raising of their standard should be gradual and commensurate with the progress of the schools. Present conditions, however, will justify the Minister in continuing, as he intends, to direct the Associate Examiners to adopt an increasingly high standard in estimating the values of the answers. With the exception of the Public and Separate School Diploma and the High School Entrance examinations, all the Departmental academic examinations are held to test the fitness of the candidates for admission to the Professional Schools for teachers. The evidence at both the academic and the professional examinations demonstrates clearly the necessity for the steps he is taking to secure on the part of our teachers an accurate and comprehensive knowledge of the prescribed subjects.

In this connection, the teachers of candidates for the academic examinations will also find it profitable to read Circular No. 66, of 1916, of which the present circular is the counterpart.

January, 1918.



# Lower School

## LITERATURE

The answers showed a decided improvement over last year's, but evidenced the following defects:

1. In Part A, the answers indicated that more attention has been paid by teachers to detail than to giving their pupils a definite idea of the progress of the play. The teaching appeared to be intensive rather than extensive.

2. In the memory work of Part B sufficient attention has not been given to accuracy, and to proper lining especially in blank verse.

## COMPOSITION

As pupils going up to this examination have not yet learned the mechanism of composition, special emphasis should be placed by the teacher on sentence structure and the use of correct English.

## GRAMMAR

The answer papers were very good on the whole but showed the following defects:—

Although attention was called last year to the parsing of prepositions and conjunctions, the defects still persist. The relating function of both these classes was not often given correctly and the sub-classes of adverbial clauses were frequently omitted.

## BRITISH AND CANADIAN HISTORY

1. The quality of the answers was uneven. Where the questions on British History were well done, those on Canadian History were liable to be poorly answered or *vice versa*. On some papers, a good knowledge of the war was shown, but at the expense of the regular work; or if both Canadian and British History questions were well answered, the War and Civics were slighted.

2. Some answers revealed a hazy conception of the subject, and but little command of definite facts. This was particularly true of questions on the War and those on British statesmen. Too often, candidates would state only that Canada, India, or South Africa had sent men, money and food. Another type of valueless answer is to be found in such a statement as the following: "Alfred did (or as too many said 'done') a great deal for his country."

Pupils should be warned that only a definite statement will receive consideration from the examiners.

3. An improvement over last year is shown in the knowledge of both Canadian History and Civics, but there is room for still further improvement.

## GEOGRAPHY

Generally speaking, the candidates' knowledge of Geography is neither accurate nor comprehensive. The fault may lie in one or more of the following: the quality of the teaching, the lack of proper equipment, failure to use the equipment, and the time allowed for teaching a subject so wide in its scope.



## ARITHMETIC

1. Mensuration, Business Forms, and the Metric System still need special attention.

2. Candidates are very inaccurate in the simple rules—50 per cent. of the failures were due to inaccuracy in mechanical work.

## ALGEBRA AND GEOMETRY

The teaching of the subject in Algebra is on the whole quite satisfactory, but in Geometry more care should be taken to secure accurate expression and the definite statement of references.

## SPELLING

The punctuation of the answer papers this year showed an improvement over those of 1916. This may have been due to better teaching, better articulation on the part of the Presiding Officers, or to the punctuation being read by some.

In a great many instances, words were changed. This may have been due to lack of practice in writing from dictation, or to inability to hear distinctly the Presiding Officer.

The number of mistakes in the use of the hyphen and in dividing words into syllables at the end of a line, would indicate that too little attention is given to the teaching of these topics.

Teachers should insist on corrections being made by crossing out the word or the letter and writing the correct form above instead of on top. In many cases it was difficult to determine what was the final decision of the candidate.

## WRITING

1. The Writing shows improvement, the good writing usually coming in groups. The average is kept low by the work from schools where the pupils, apparently without instruction, wrote as they pleased, disregarding practically all principles of good writing.

2. Although two periods per week should be devoted to the teaching of Writing, to get results, in some schools the subject is apparently neglected. It is bad judgment on the part of a Principal to send a candidate up to an examination on Writing without giving some instruction.

3. All pupils should be taught what constitutes good writing, and what bad writing and should be warned that vertical, backhand, shaded, flourished, stub-pen, heavy, coarse, fountain pen, large, scrawly, illegible or small, cramped finger movement writing will invariably put a candidate in danger of failure.

4. Every teacher should, himself, get a clear idea of 3 above, and should insist on every class exercise handed in conforming with the same. The Principal should check up this class of work periodically and should also submit samples of each pupil's work to the Writing teacher for criticism.

## BOOKKEEPING AND WRITING

There was a noticeable improvement in the character of the answers and in the neatness of the work over that of last year. Apparently, however, in some schools insufficient time has been devoted to the subject.



## ELEMENTARY SCIENCE

The answers dealing with experimental work showed a considerable improvement over those of last year and, on the whole, indicated that the teaching of Lower School Science had improved greatly. Attention to the following should result in further improvement:

### *Botany and Zoology.*

1. While the drawings were generally satisfactory, the venation in the trillium and the palmate veining of the maple were not clearly shown.

2. A majority of the answers indicated at best an indefinite knowledge of plant structure in relationship to light.

3. In dealing with transpiration only a few included a check experiment, and many failed to realize the importance of excluding other sources of moisture.

4. General names, such as sparrow, owl and woodpecker, instead of English sparrow, screech owl and downy woodpecker, were too often given.

5. Answers to the question on gill structure were only fair.

6. A surprising number of candidates appeared to have no knowledge of the appearance of a clam.

### *Physics and Chemistry.*

1. Quite often candidates confused the apparatus used for electrolysis with the simple voltaic cell.

2. The distinction between temperature and quantity of heat was seldom clearly brought out.

3. Very few answered the option dealing with Boyle's Law, and those who did, rarely showed the relationship between pressure and volume quantitatively.

4. In describing the transmission of sound through solids, a number failed to show that the sound was not being transmitted through the air.

## ART

The drawings have shown an improvement in the teaching of design and lettering.

The tone in pencil work showed improvement, but the tone in water-colour work was *very* poor.

Wax crayons should never be used.

The teaching of the five colour harmonies has not received sufficient attention.

The limitations of parallel perspective have not been understood.

Too much stress is laid on the story side of picture study, and not enough attention has been given to the picture from the standpoint of the artist who painted it.

Freehand sciography has been neglected.

The drawings have shown the need of about three weeks' study of mechanical angular perspective in conjunction with the freehand perspective.

## MANUAL TRAINING

1. Much more attention should be given to the practice of free-hand sketching. Several of the answers required such sketches but they were not often given.

2. The use and construction of simple scales is in many cases not thoroughly understood.



3. More practice should be given in the writing of descriptions of processes. To the question on the making of a mitre box many good answers were given, but in too many the processes were stated in the wrong order.

4. As reported last year some candidates attempted to make the mechanical drawings without proper instruments. Teachers should instruct candidates to provide themselves with the necessary instruments when taking the examination as they cannot do themselves justice without them.

5. The answers on the whole were an improvement on those of last year.

### HOUSEHOLD SCIENCE

There seems to be an improvement in the character of the candidates' answers, but in some schools, the pupils should be given more practice in expressing their ideas in writing.

It is obvious that in some centres the work is confined chiefly to Cookery. More attention should be given to other branches of Household Science, such as Sewing, Laundry and Household Management.

### AGRICULTURE

The course on the whole seemed reasonably well covered, but attention is called to the following:

- (1) The knowledge of practical arithmetic is exceedingly meagre.
  - (2) Poor spelling of ordinary farm words is distinctly noticeable.
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# Middle School

## LITERATURE

1. The candidates' answers showed some improvement in the matter of neatness, spacing, conciseness, and spelling. The sentence structure and punctuation, however, still leave much to be desired.

2. On the whole, the memory work was well prepared, and a considerable improvement was noticeable in lining and punctuation.

## ENGLISH COMPOSITION

1. Legible writing, correct spelling and punctuation, and proper sentence and paragraph structure are indispensable, and candidates were rejected whose compositions were markedly deficient in these respects.

2. Many compositions possessing literary merit were marred by such mistakes as the following:—

- (a) No spacing between the title and the main body of the composition.
- (b) Abbreviated words and words not divided properly at the end of the line.
- (c) Too much time given to the introduction and too little to the real subject.

3. Candidates should avoid:—

- (a) Poor punctuation (over-punctuation in many instances).
- (b) The telling of wildly improbable stories.
- (c) The use of slang expressions and a style bordering on the flippant.

4. Candidates should be warned to write on only one subject as instructed in the question paper, and on no account to write upon any subject not assigned.

5. Candidates should avoid the use of such words as "onto," "alright," "thru."

6. Care should be taken in the use of capital letters.

7. Two pages of foolscap should be considered as the minimum length.

## BRITISH AND CANADIAN HISTORY

The style of answer was in general an improvement. The better candidates were clear and to the point and adopted the connected rather than the tabulated form of answer.

Some still continue to answer in vague, indefinite statements of little real value. This was particularly so in question 10, and again in question 3 regarding the Great War. Here many were unprepared for question 3, and for parts (c) and (d) of question 2, apparently believing these to be outside the part of the War recommended to be stressed in the Middle School in IV (a) of Circular No. 27.

The War, however, is apparently receiving due attention in the schools, but a succession of poor papers at times showed neglect or lack of sufficient time for the proper teaching of the subject in some schools.

## ANCIENT HISTORY

Ancient History seems to be fairly well taken up. Better maps in the texts and more practice in class with outline and other maps would improve the answers to the question dealing with location.



Question 3, which is probably the most criticised question on the paper meets the full approval of the section as it tends to reward good teaching.

### ALGEBRA

1. Judging from the number of errors in the fundamental operations of the elementary part of the work, especially in regard to the use of the negative sign, the subject is not receiving sufficient attention in the Lower School.

2. The answers to the graph question showed some improvement over those of last year, but many candidates still fail to observe the conventional use of the directions of the axes.

3. The criticism of last year in regard to the teaching of Ratio and Proportion must be repeated. A very large number of the candidates assume the equality they are asked to prove.

### GEOMETRY

1. Many candidates showed a lack of definiteness in the statement of the particular enunciations.

2. The descriptions of problems were often too verbose, in many cases one or more sheets were taken up with a description that could easily be written on one-fourth of the space.

### PHYSICS

1. Where asked for experiments, many candidates gave illustrations, instead of accurate descriptions of laboratory experiments.

2. Very few gave good experiments for radiation of heat.

3. Many failed to give full solutions for problems 4 and 6 thus making it difficult to value their answers fairly.

4. Many, in question 5, omitted the arrows necessary to show the direction of the rays, and, in the second diagram, the dotted lines, necessary to show that it was a virtual image.

5. Many failed to distinguish between concave and convex when dealing with mirrors and lenses.

6. Many, in answering question 8, referred to the dissociation theory (which was not demanded) and the majority gave the electric current instead of dissolution as the cause of the dissociation.

7. Very few gave good answers for the question on the transformer, few mentioning that the wires were insulated and few describing the action properly.

### CHEMISTRY

The questions were fairly well answered by most of the candidates.

There has been a marked improvement in the diagrams of apparatus since last year, but there is still room for improvement.

There have been fewer cases of candidates using the formula of a chemical compound instead of its name.

1. Teachers should keep to standard experiments and tests instead of unusual ones, as very little is gained at this stage in the work in Elementary Chemistry by introducing advanced experiments.

2. The formula should not be used instead of the name. Equations in Chemistry are not equivalent to written descriptions of reactions.



3. In the solution of problems, clear explanations of each step should be given, not merely a mass of figures. The units used in the solution should be named.

4. The teacher should cover the course in Chemistry in time to review the work thoroughly before the examination.

5. In all written descriptive work in Chemistry teachers should encourage the use of the simplest wording which will convey the exact meaning.

6. Teachers should point out to the pupils that the Gas Laws do not apply where the substances reacting are solids or liquids at Standard Temperature and Pressure. For example in the question  $\text{Ca C}_2 - 2 \text{H}_2\text{O} = \text{Ca(OH)}_2 - \text{C}_2\text{H}_2$ .

64 g—36 g=74 g—26 g,

some of the candidates stated that 64g of Calcium Carbide occupy 22.4 litres, which, of course, is wrong.

### LATIN

The answers of the candidates of 1917 compare favourably with those of previous years. In Latin Grammar the answers in many cases were excellent. Pupils, however, should be taught to classify the participle according to voice and tense; many candidates wrote down the participles without regard to either. In the same way many wrote down the first singular of each tense of the subjunctive of *volo*, *fero* and *possum*, but did not state the tense of each word. More attention should be given in the schools to distinguishing the gerund from the gerundive in voice, grammatical value, and case relation.

In Latin Composition there has been a great improvement of late years. Now it is not uncommon for a candidate to do better in his Composition than in his Authors.

The Vergil is too difficult for most candidates. Their translations in the majority of cases are either the work of their teachers (for they are so much alike) or are word for word with the "Key." Many, too, appear to be memorizing their translation.

In the translation of the Caesar the candidates showed more freedom and used better English than in previous years.

### ART

The answers of the candidates continue to show steady improvement. This is, no doubt, due to better teaching and to a growing interest in the study of Art.

1. Drawings from the object with the pencil indicated the acquisition of considerable skill in this department of Art and with this medium. Too frequently, however, the candidate failed to express the charm peculiar to proper pencil handling.

2. The tones in the drawings with charcoal from a plaster cast showed lack of practice and are generally poor.

3. Figure drawing and landscape painting were well done by the few who possess a natural talent for these branches of art or by those who have had expert training in one or both of them; but the attempts of many to make a figure drawing ended in a caricature, or to make a landscape drawing ended in failure.

4. As the answers of most candidates showed, picture study is being well taught. Groups of poor answers, however, indicate that in some schools the subject is still neglected.



5. With some notable exceptions there was a general failure to recognize and to draw the specimens of historic ornament and architecture required by questions 1 and 2 of the second paper.

6. Lettering shows the greatest general advance in the answers.

7. The principles of design are not understood. The poorest work this year, as last year, was done in this most important department of the course in Art.

### AGRICULTURE

Part II of the course did not seem to be well covered and there were indications of insufficient laboratory work.

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# Upper School

## ENGLISH LITERATURE

The report of the Honour Matriculation Section applies here also.

## ENGLISH COMPOSITION

The report of the Honour Matriculation Section applies here also.

## HISTORY (FIRST COURSE)

The paucity of failures is undoubtedly due to the excellent work done by the teachers and to the fairness of the paper.

The answers to the War Questions still indicate that it is difficult to get the material in a suitable form for the average pupil.

## HISTORY (SECOND COURSE)

The same remarks apply to this paper as have been made on the History paper of the First Course.

## ALGEBRA AND GEOMETRY

Answers satisfactory. The teaching also appears to be quite satisfactory.

## TRIGONOMETRY

No suggestions on the teaching of the subject appear to be necessary.

The section recommends that uniform sets of tables be used throughout the Province for examination purposes; the best are Cassell's tables.

## PHYSICS

On the whole the candidates' answers seem to indicate that both the experimental and the theoretical parts of the work have been satisfactorily taught.

## CHEMISTRY

The following criticisms on the answers are submitted:

2. (a) Candidates' understanding of what is required by "preparation" is vague.

3. Candidates are weak in describing phenomena. This criticism applies also to Qu. 5 and Qu. 6.

7. Candidates are extremely weak in the Mathematics in Chemistry. This question was poorly answered in many cases.



## MINERALOGY

The following criticisms on the answers are submitted:

I (a) Methods of gold mining had not been fully taught and the answers were incomplete.

VIII was answered incompletely in many cases. Apparently this part of the work is not dwelt on sufficiently.

The remaining questions were well answered in the great majority of cases.

## BOTANY

The character of the answers indicated a careful reading of a text by the candidates, but in some instances this does not appear to have been related to practical work.

## ZOOLOGY

Question 1 was generally very incompletely answered, especially on the mouth parts of the Grasshopper.

In question 2 the relation between the form and the function of teeth has not been stressed in many cases. Some candidates do not seem to realize the meaning of dental formula, as they give this and then proceed to give the same details in another way.

In question 3 (b) the answers indicate that many candidates have not seen and do not know a larval clam. Question 5 (b) in the majority of cases has not been correctly answered. In question 7 (a) (iii) answers show that many candidates do not seem to know the use of valves in controlling circulation. In question 7 (b) (iv) many answers indicate the idea on the part of candidates that the keel on the sternum of a bird is to cleave the air. The questions on the whole are fairly well answered.

## LATIN

The work in the Latin authors was generally very satisfactory. The answers of many, however, were marred by indiscriminate use of capital letters and by mis-spelled proper names.

The scansion of Vergil was good and most of the candidates showed a pretty thorough acquaintance with the rules of Latin Syntax.

The character of the answers in composition is steadily improving and many candidates obtained high marks. A very noticeable defect in the answers, however, was the haphazard arrangement of Latin words, consequently the examiners were of the opinion that teachers might profitably spend more time in drilling their pupils on the simple rules of Latin order.

## GREEK

As to the Authors, see the remarks *re* Honour Matriculation Greek Authors; these apply here also. The work in composition was satisfactory.

## FRENCH

The results indicate that as a rule careful preparation has been made by the candidates.

There was a great diversity in the value of the answers, the percentages varying from 17 to 92, but the work as a whole was fairly satisfactory.



**GERMAN**

1. In some cases it was evident that the candidate had attempted to prepare the work in the Authors in too short a time—probably one year. The consequence was as it ought to be, that most of such candidates failed to secure their standing.

2. The teaching of the elementary principles of the language is improving. Fewer mistakes were made in the matter of inflection of adjectives, government of prepositions, etc.

In teaching Composition teachers should lay more stress on the position of the negative and the use of the particles, *ja*, *doch*, *nur*, *wohl*, etc.

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# University Examinations



# Pass Matriculation

## ENGLISH LITERATURE

In general the questions were well answered. Particular points worthy of criticism are the following:

1. In syntax there was a noticeable looseness in sentence structure, a wrong use of prepositions, e.g., smile *to*, the omission of the apostrophe in the possessive, and the misuse of pronouns.
2. The spelling of common and proper names was in many cases very poor. Many of the failures were due to this cause.
3. The punctuation of sentences was often faulty and was particularly reprehensible in Memory Work.
4. Illegible writing, erasures, blots, etc., were far too much in evidence.

## ENGLISH COMPOSITION

Generally speaking, the essays show a good degree of merit. The following matters, however, should receive careful consideration from all teachers of the subject:

1. In some cases there were too many short disconnected paragraphs, while a very few essays had no paragraphs whatever.
2. The syntax of the sentence was often faulty. There were too many loose, long, rambling sentences. The wrong use of the relative was common, and the concord of the subject and verb was often violated.
3. The range of vocabulary was not wide.
4. A certain amount of reformed spelling was detected, together with some "slang" expressions used apparently in an effort to be smart and original. Some dialect in dialogue was found, one essay being wholly composed in this manner.
5. The Spencerian form of writing should be insisted on, as pupils using other styles often lose marks through illegibility. Erasures, blots, etc., are still too common.
6. In Narrative themes too many lurid and highly improbable tales were told, while in Argument there was too much assertion and not enough reasoning.

## BRITISH AND CANADIAN HISTORY

1. The average mark obtained by candidates this year is considerably higher than usual. The question on Geography has been well handled.
2. The brief summaries which were in such evidence a year ago have given place to connected answers.

## ANCIENT HISTORY

1. The average mark obtained by candidates this year is considerably higher than usual. The question on Geography has been better handled than last year.
2. The dates given on many papers showed that students did not even know the century in which very important events occurred.
3. The brief summaries which were in such evidence a year ago have given place to connected answers.



## ALGEBRA

The answers showed a great amount of inaccuracy in performing the simple operations, particularly in the use of signs. In the solutions of equations, especially the fractional equation in 4 (a), the methods were poor, the work being unnecessarily long and awkward. Indices and Surds seem to have been somewhat neglected.

The following criticisms on the answers are submitted:

2. (a) Some thought that because it is the sum of two squares it cannot be factored.

(b) and (c) Some tried to factor these by solving the corresponding quadratic, but failed to go back from the roots of the equation to the factors of the expression.

4. (a) Methods generally long and awkward. Mistakes in sign in both (b) and (c), as well as in (a) very frequent.

5. Many failed to get the second equation correctly. Often they were able to write correctly a number whose tens digit is  $x$  and units digit  $y$ , but were unable to write it when the tens digit is 6 and the units digit  $y$ .

6. Many disregarded the instructions to give complete work. Others evidently thought this meant to substitute for  $a$ ,  $b$ , and  $c$  in the general equation and many others tried the complete solution but failed. On the whole the work for this question was not very satisfactory.

(b) A few evidently thought the point  $P$  was not on the line  $AB$ .

7. In both (a) and (b) mistakes in the use of the sum and product of the roots were very frequent.

8. (a) Very few gave a satisfactory explanation. The majority merely stated what the meaning is. More attention should be given to the way in which zero, negative and fractional indices are brought under the "index laws."

(b) The methods in both (i) and (ii) were often long and awkward. Unless the denominator was rationalized in (i) and Algebraic methods used in (ii) full marks were not given.

## GEOMETRY

A gradual improvement from year to year is noticeable in the manner of putting down the work. Printed capitals should be used both on the figures and in the demonstrations.

The following criticisms on the answers are submitted:

1. In all three parts, but especially in (a), the instruction not to use a graduated ruler was disregarded.

2. (a) Very many candidates bisected the angle instead of recognizing that the construction is hypothetical.

(b) Much loose work on this question both as to axis of symmetry and the requirements for the congruence of triangles.

3. (b) Not well done although some very good proofs were given.

4. There was much juggling in order to get the required result.

5. (a) In many cases only one figure was used.

(b) Not well done; candidates show weakness in the application of loci.

6. Many candidates proved  $AE$  perpendicular to  $EC$  but failed to prove  $EC$  a radius.

7. (b) Many candidates thought a quadrilateral was a five-sided figure, and most candidates failed to prove both requirements for similarity.



## PHYSICS

1. (a) The prevailing errors were stressing (i) the molecular action that possibly takes place and (ii) the emission of air bubbles.

(b) The majority failed to apply Charles' Law properly.

4. (b) There was not sufficient discrimination between refraction and total reflection.

6. (a) The omission of the inductive action of the sealing-wax was too prevalent.

7. The answers showed that the action of the earth's magnetic lines of force upon a piece of soft iron was not generally known.

The questions not referred to above were generally well answered, but the drawings, required by some of the questions, were with but few exceptions very carelessly made.

Candidates should show more of their rough calculations on the page opposite to their answers.

## CHEMISTRY

The drawings required by some of the questions were carelessly made and lacked details.

Sufficient attention has not been given to chemical arithmetic, which is so needful for University students.

As to the following questions:

Qu. 1. (b) The answers showed that the candidates had not clear ideas of the fine distinctions between chemical compounds, mixtures, and solutions.

Qu. 3. (a) There was a general lack of familiarity with the composition of the compounds required.

Qu. 4. With few exceptions, the candidates did not know how to apply the Specific Gravity of an acid.

The answers to the questions not referred to were satisfactory.

## GREEK AUTHORS

On the whole the answer papers were good but the following criticisms demand attention:

1. There seems to be little effort made to get an idiomatic translation.

2. There is frequent inaccuracy in translating participles and such constructions as the frequentative Optative.

3. The answers in some cases betrayed a lack of understanding of such terms as "syntax" and "identity."

4. The ignorance of Homeric forms which is often betrayed, shows that peculiar forms and constructions are not dwelt on.

5. The spelling of the Greek proper nouns is poor.

6. The translation of the passages from Homer was in most papers better than that of the passages from Xenophon.

## GREEK COMPOSITION

Though very good marks were made by the majority of the candidates, the following weak points were noted:

1. Lack of knowledge of Comparison of the Adjective and Adverb.



2. Omission or incorrect use of breathings. For this there is no excuse, as attention was called to this weakness last year.

3. Question 6 brought out few correct answers. This is no doubt due to the fact that in a great many schools the Greek accent is not taught.

### LATIN

1. The passages assigned from Virgil for translation were for the most part very well done, but some candidates omitted this question altogether, seemingly relying on their knowledge of Cæsar and Prose Composition to obtain the minimum pass mark. It is practically impossible for such candidates to obtain pass standing on the Authors paper.

2. More attention should be paid in schools to accidence, drill in parsing, and giving specified verb forms. Lack of accuracy in this work is still quite marked in most of the papers, though improvement is noted.

3. The scansion is not well done, owing for the most part to lack of knowledge of quantity.

On the whole, the answers on the Composition paper were good, higher marks, as a rule, being made on it than on the Authors paper.

Many candidates do not recognize the meaning of the question regarding full identification, some good candidates obtaining only partial marks. When the question reads "Identify fully," it means that the candidate should so describe the word that the description would serve to distinguish that word from all other words. For example, in the form *eiectas esse*, what was required for a full answer was—Acc. Pl. Fem. of the Perf. Inf. Pass of *eicio*. If the candidate wrote merely Perf. Inf. Pass of *eicio* he failed to distinguish it from *eiectus esse* and so lost one of the marks assigned.

In 1 (c) it was noticed that *quae* (l. 7) was seldom identified correctly. In fact it seems hard for the average candidate to distinguish the different kinds of pronouns and pronominal adjectives.

The candidate should be warned not to give alternative renderings, not to repeat an answer in different parts of his book without showing clearly which answer he wishes counted, and not to bracket a cancelled passage, but to draw his pen through it.

### FRENCH

On the whole, the answers on the French Authors question paper were satisfactory.

The sight translation was well done. The selections from the Reader, however, prose and poetry, often showed lack of careful preparation. Candidates appeared to be unfamiliar with the vocabulary and disregarded the grammatical construction of the paragraph.

Mistakes were very frequently made in the spelling of English words.

The question on pronunciation was only fairly well answered, candidates failing on such simple words as *pied*, *clef*, *Paris*, and *succes*.

Teachers should encourage translation which follows the French as closely as is consistent with good English, since such a translation would indicate to what extent the candidate understands French.

The percentage obtained on the candidates' answers on the French Composition paper was much lower than on the French Authors papers. The low marks



were due chiefly to the difficulty of the twenty disconnected sentences which counted for a little more than fifty per cent. of the total number of marks. Many of the sentences were based on lessons 48-58, which the majority of teachers had apparently not covered. Accordingly, many of the candidates had to rely on their ability to write connected prose, in order to make a pass mark.

The irregular verbs (Part B) and the connected prose (Part C) were generally satisfactory.

The following are some of the more frequent errors:

1. Confusion as to the use of the Past Indefinite, Past Definite, and Imperfect Tenses. Many candidates appeared not to understand that the past tense of narrative is ordinarily the Past Definite rather than the Past Indefinite.

2. The four passive verb phrases (three in the connected prose and one in Sentence 14) were not well handled. An attempt was usually made to use the Passive in French instead of the Active.

3. Such phrases as *went and said* were translated by *alla et dit* instead of *alla dire*.

4. The three verb phrases in Part B, viz., *let her come*, etc., were seldom recognized as the Present Subjunctive.

5. Confusion as to the difference in meaning between *partir* and *sortir*.

6. Few candidates obtained a pass mark on Sentence 9. The second reflexive was almost invariably conjugated with *avoir*, and the agreement of the past participles was seldom correct.

7. "The smallest one," Sentence 17, was generally translated *le plus petit un*.

8. Confusion as to the position of the negative in compound tenses, viz., Sentence 6—*nous n'ayons eu jamais*.

9. Such phrases as *asked him* were translated by a preposition followed by a disjunctive pronoun, viz., *il demanda a lui*, instead of *il lui demanda*.

It would be well for teachers to explain to their classes that the note at the head of the paper with regard to writing all numbers in words does not refer to the numbers of the sentences.

## GERMAN

The answers on the Authors paper were on the whole quite satisfactory.

The selection from the poems seemed, however, not to be so thoroughly comprehended as that from the prose.

The translations were very well done, but some points of the Grammar, particularly the declension of nouns and participles of irregular verbs, were rather weak.

The English was very fair, but more care should be taken with the spelling, more particularly of the common words.

This year the answers on the Composition paper were exceptionally good. The following were outstanding errors:

1. Distinction in meaning of the verbs:

*Aufstehen*, *aufsteigen*, *sich erheben*; *sitzen* and *setzen*; *liegen* and *legen*; *kennen*, *wissen* and *können*; *werden*, *wollen*; *erzählen* and *sagen*; *reden* and *sprechen*; *leben* and *wohnen*.

2. Perfect participle of *kommen* and the auxiliary used with it.

3. Distinction between *morgen*, *morgens*, *heute morgen*, and *diesen Morgen*.



4. "We are going for a walk" was almost invariably translated by *Wir gehen einen Spaziergang zu machen*, instead of *Wir wollen einen Spaziergang machen*.

5. Distinction of *einiges*, *ein paar*, *ein wenig*, *etwas*, *welches*.

6. Position of the objective pronoun: Ex., *Ich kann dich nicht verlassen*; the *dich* was in many cases placed after *nicht*.

7. Distinction of *die Kirche*, *die Kirsche*, and of *nach Hause* and *zu Hause*.

8. Word order in subordinate clause, especially a short clause; nearly seventy-five per cent. would say *Du Mutter, die hiess Naemi*, instead of *die Naemi hiess*.

9. Confusion of pronoun *sein* for *ihr*, of *wer* as a relative for *der*.

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# Honour Matriculation

## ENGLISH LITERATURE

1. The questions on the Literature Papers most poorly answered were found to be:—

(a) Those on scansion. Evidently metre is not carefully dealt with in some schools. This may account for the imperfect lining in some of the answers to questions on memorization.

(b) Those on the connection of passages from poems studied. Some candidates give simply the title of the poem from which the passage is taken. Many do not give sufficient context to locate the passage.

(c) Questions of comparison or contrast, where, for example, two different characters are to be contrasted. Many candidates write separate sketches of each, without any attempt to compare or contrast.

2. The chief defect in the character of the candidates' answers was found to be lack of organization of thought. Many answers were rambling and discursive, introducing matter not pertinent to the question.

## ENGLISH COMPOSITION

A very large number showed unusual grasp of plot construction and a high degree of imaginativeness. On the other hand, less discriminating candidates fell victims to mawkish sentimentality.

The opportunities afforded the candidates for supplementary reading seem to have been altogether insufficient. No part of the High School course is more important than this.

## MEDIAEVAL HISTORY

The candidates' answers on the whole were better than those of last year. The improvement was noticeable, not in the character of the best papers, but in the average.

The number of candidates whose answers showed them to be obviously unfitted to write on an Honour Examination was smaller. In those schools from which Honour candidates presented themselves, the subjects had evidently been carefully taught. The large number of those who received Third Class, or low Second Class Honours, indicates the need of impressing upon candidates for such an examination, the importance of an effective presentation of the facts dealt with.

## MODERN HISTORY

The same remarks apply to the character of the answers to this paper as have been made on the Honour Mediaeval History Paper.

## CHEMISTRY

1. The answers seem to indicate that the pupils taking this examination are below the general average of pupils in the Upper School division of the High Schools and Collegiate Institutes of the Province.



2. Answers to question 7 indicate that the principles of qualitative analysis have not been taught.

3. Answers to question 2 indicate that many candidates think that a chemical equation may take the place of a description of a given reaction.

### PHYSICS

In Physics the character of the candidates' answers indicate that the work is being satisfactorily taught.

### GEOMETRY

Very satisfactory. No suggestions are offered on the teaching of the subject.

### TRIGONOMETRY

The answers were quite satisfactory. This year the candidates have shown a better knowledge of logarithms and have arranged their logarithmic work in the solution of triangles more systematically. As to the tables, see under Upper School Trigonometry, p. 13.

### ALGEBRA

On the Algebra paper the answers of the candidates for Honours were very good generally. This paper, however, is also for candidates for admission to the School of Practical Science and for others who intend to enter on some other course, as, for example, Modern languages, and the answers of such candidates were by no means satisfactory; aiming at 40 per cent., and quite content if 40 per cent. is made, they frequently fall short. The low standard demanded is responsible for the poor results in the case of these candidates, compared with those for admission to the Faculties of Education in which 60 per cent. must be obtained on the total. But, as the candidates for the Faculty Examinations and for the Honour Matriculation are taught in the same classes in perhaps every High School in the Province, the unsatisfactory answering of these candidates is no evidence of defective teaching.

### LATIN

In very many cases the translations were most inaccurate, many teachers having apparently made no serious effort to have their pupils study, even passably well, the prescribed texts. The translations were too often expressed in English which was far below the standard that should be expected from Upper School students. The scansion was poor; surely this part of the work should receive more attention from teachers.

The spelling of proper names shows no improvement, notwithstanding the criticism submitted on this point last year.

The work in Composition was generally satisfactory.

### GREEK

In many cases the candidates did not know the passage given for translation. The work in Composition was generally satisfactory.



**FRENCH**

In a few papers the translations into English were almost faultless; even in the sight work renderings were very satisfactory. The work in general was good, but in a few papers the spelling was atrociously bad.

**GERMAN**

1. The translation of the dramatic parts was frequently very defective, but this was due largely to the ellipses.
  2. The spelling of English words on some of the papers was very bad.
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